ST. PETERSBURG COLLEGE

COLLEGE OF EDUCATION

*"Preparing students to serve as effective, reflective and caring teachers."*

COURSE SYLLABUS

EDG 3620

Curriculum & Instruction

*This syllabus course calendar and other attending documents are subject to change during the semester in the event of extenuating circumstances.*

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| **Course Prefix:** | EDG 3620 -11 |
| **Section #:** | (3697) |
| **Credit Hours:** | Three Credits |
| **Co-requisites:** | None |
| **Pre-requisites:** | Admission to Educational Studies BS, Elementary Education with Infused ESOL and Reading BS, or Initial Certification |

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| **Day, Time and Campus:** | Tuesday | 8:30 – 11:20 AM | | Clearwater |
| **Modality:** | Face to Face | | | |
| **Professor:** | Jane E Wilson | | | |
| **Office Hours:** | 30 minutes before | | 30 minutes after - Cell | |
| **Office Location:** | St. Pete Gibbs | | TE 207 | |
| **Office Phone:** | 727-341-7995 | | | |
| **Email Address:** | Wilson.jane@spcollege.edu | | | |

**ACADEMIC DEPARTMENT: College of Education**

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| **Dean:** | Kimberly Hartman, Ph.D. | |
| **Office Location & Number:** | Tarpon Springs | BB 101 |

1. **COURSE DESCRIPTION**

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| This course is an introduction to major concepts, assumptions, debates, processes of inquiry, and ways of knowing within the school curriculum. Preservice teachers create coherent, meaningful learning experiences using the major philosophical foundations of education to develop learners’ competence in subject matter knowledge. Preservice teachers evaluate the suitability of the content against learner intellectual, social, emotional, physical characteristics. This course is writing intensive. 47 contact hours. |

1. **MAJOR LEARNING OUTCOMES**

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| 1. The student will explain the concepts associated with the teacher as decision-maker by:  a. debating the points around which curricular decisions are made: the nature of the subject matter, the nature of society, and the nature of the individual.  b. evaluating the role of the teacher with regard to various types and purposes of educational decision-making.  c. synthesizing findings from “teacher as decision-maker” research.  d. analyzing and reflecting on how teachers can improve decision-making, conclusions and solutions.  2. The student will discuss the concepts of instruction within learning communities by:  a. reviewing aspects of learner diversity and variability to include, but not limited to, the affective area, the physical area, learning styles, creative potential, language use, and Socioeconomic Status (SES), etc.  b. predicting the impact of learner diversity and variability in specific examples of curriculum, instruction and assessments, including appropriate English Speaker of Other Language (ESOL) and Exceptional Student Education (ESE) strategies.  c. describing the recent educational research on learner motivation and academic success.  d. practicing strategies to increase motivation and to engage students in learning.  e. defending the choice of instructional strategies.  3. The student will incorporate the fundamentals of curriculum development into lesson design by:  a. defining curriculum types.  b. creating instructional plans, that include appropriate ESOL and ESE strategies.  c. selecting instructional goals that represent high expectations for students based on the state and core curriculum standards.  d. selecting instructional goals that reflect important learning and conceptual understanding, curriculum standards, content standards, and Common Core State Standards.  e. selecting instructional media and technology to support student needs, curriculum, instruction and assessment.  f. constructing assessments based on identified objectives.  g. identifying teacher actions needed to begin, maintain and end a lesson.  h. applying the appropriate instructional strategies: learning how to learn, deduction and induction, inquiry/discovery, lectures, questions and practices into lesson design.  i. self-assessing lesson plans on the basis of criteria set forth in Danielson’s *A Framework for Teaching* (1996).  j. using brain-based learning and instruction in the classroom. |

1. **REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS**
2. **Required Textbooks**

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| Textbook(s) | Required :   * *Ten Cooperative Learning Structures -* Kagan Smart Cards Set, Author: Kagan, Spencer, ISBN: Kagan * *Enhancing Professional Practice,* 2ND Edition, Author: Danielson, C., ISBN: 9781416605171 * *Resource Guide for Teaching K-12,* Custom Ed. for SPC, Author: Kellough, R. D., ISBN: 9781256127956 |
| Recommended :   * *http://www.cpt.fsu.edu/ese/pdf/acom\_edu.pdfAccommodations: Assisting Students with Disabilities*, Author: Beech, Marty, * *http://www.cpt.fsu.edu/ese/pdf/dsinlssn.pdfDesigning Lessons for the Diverse Classroom: A Handbook for Teachers*, Author: Houston, D. * *http://AngelUploads/Content/EDG3620\_3109\_0415/\_assoc/df109872da61fed14dce758ea0ba00A0/Guide\_to\_Becoming\_an\_Action\_Researcher.doc Improving Student Learning through Classroom Action Research: A Guide to Becoming An Action Researcher*, Author: Rawlinson, D. |

Students using **eBooks** must have access to the **eBooks** during class sessions.

1. **Supplemental Material**

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| Resources: | |
| Materials: | |
| Library: | <http://www.spcollege.edu/libraries/> |

1. **Technology**

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| Technology is an essential tool for receiving and developing instruction. Students are expected to reference ANGEL continuously to assure all current content for class has been accessed. Additionally students are expected to be familiar or familiarize themselves with PowerPoint presentation methods.  The instructor of this course frequently uses smart boards, ELMOs, power point, digital media, and web based resources to disseminate information and engage preservice learners and students. |
| All work must be submitted in a format compatible with Microsoft Word (e.g.: .doc, .docx, .rtf) |

1. **Supplies**

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1. **COURSE REQUIREMENTS & EXPECTATIONS**
2. **School Based Hours Course Requirements**

This course requires 0 hours of observation/participation in an appropriate classroom setting as approved by the Office of School Partnerships.

1. **ALL Course Assignments**
2. ***\**** Two **lesson plans** written using the COE lesson plan template and rubric @ 100 points each **(200 points)**

-one primary (K-2) lesson

-one intermediate (3-5) lesson

*\*\*ALL lesson plans will include adaptations for 2 ESOL students at two different language levels and ESE adaptations for assigned students.*

1. **Lesson Plan 1** Video Reflection Review (**30 points**)
2. **Lesson presentation** – one of the above lessons will be presented to the class in a simulated teaching as a final performance evaluation.
   1. The COE Lesson Presentation Rubric will be used to evaluate this teaching. **(100 points)**
   2. Revise copy of lesson plan and send/give to instructor the day of presentation.
3. Chapters 1, 2, 3, 4, 5, 6, and 7 of the **Houston and Beech** workbook. **(30 points)**
4. **Exercises** 1.1, 2.1, 2.3, 2.4, 3.3, 5.2B, 6.2, 6.3, 7.1, 9.1A, 9.1B **(10 points each for 100 points)**
5. **Standards Review** Assignment: 4.1 **(30 points)**
6. **Teacher discussions**: 1.2, 2.2, 3.1, 3.4 **(40 points)**
7. **Pre-SLIP** Activity **(50 points)**
8. **Curriculum Technology Resources**– Portaportal assignment sheet to be provided in class **(50 points)**
9. **Kagan Strategies** Group Presentations **(20 points)**

Total - 650 Points

***Some of these assignments will be done in class, so make sure that you are present and sign in for that day. Others will be written and discussed in a group setting in class. It is important that you remain current with your assignments.***

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| ***UCC Assignments:*** *Teacher candidates must demonstrate UCC competencies and earn a ‘C or above (at least 75%)’ on all UCC assignments [FEAP, ESOL, FSAC, Reading Competencies (RC), and Additional Element] in order to successfully pass the course.*  ***FEAP Assignment Rubrics:*** *In addition to a ‘C or above’, a teacher candidate must also earn a ‘minimum’ score on the line item of the rubric for assignments aligned to FEAP standards. For example, a 3 (Progressing) or 4 (Target) is required in courses prior to final internship and a 4 (Target) is required for final internship in order to successfully pass the course.*  *If the teacher candidate has not successfully demonstrated the UCC competency as stated above, he/she may have an opportunity (within the term) to work with the instructor to improve the understanding of the concept. The assignment must then be corrected and resubmitted, and will not receive a grade higher than a C.  In the event of cheating or plagiarizing, see BOT Rule 6Hx23-4.72 for consequences.*  *Teacher candidates must upload into Chalk & Wire all FEAP, ESOL, and RC assignments (identified as Critical Reading Tasks) as denoted in the Uniform Core Curriculum Assessments table below.* |

**\* Assignments labeled with an (\*) denote required assignments that must be passed at 75%.**

*For courses with lesson planning:*

Adapting or modifying a lesson plan from an existing source (i.e., the internet) does not mean “copy and paste.”  It means that, if you use someone else’s intellectual property for this purpose, you may read through the given source for ideas, but then rethink and rewrite the idea in your own words with your own modifications to meet the needs of the assignment.  Anything adapted or used verbatim must be cited with credit given to the author(s).  This includes specific citations on all supplementary materials (i.e., assignment sheets, graphic organizers, checklists) that are not originally your work.  This applies to all COE lesson plans unless the instructor directly specifies otherwise.

1. **SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI**
2. **COE SYLLABUS STATEMENTS** <https://angel.spcollege.edu/AngelUploads/Files/larrea_miriam/SPC_Syllabus_Common_Statements_Master.htm>
3. **SPC Syllabus Statements**

<http://www.spcollege.edu/addendum/index.php>

1. **STUDENT ANGEL TUTORIALS**

<http://www.spcollege.edu/TSC/coe/links/Student_Angel_Tutorials.html>

***Each student must read all topics within this syllabus and the content of the links.  If the student needs clarification on any items in the syllabus or linked statements, he/she should contact the course instructor.***

***If you remain enrolled after the drop date this signifies that you agree to abide fully by the parameters set in this syllabus and any syllabus addendum.***

1. **CALENDAR AND TOPICAL OUTLINE**

| **Week #** | **Assignment** |
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| **WEEK 1** | * Introduction to course syllabus * Introduce and discuss Danielson’s Frameworks for Effective Teaching * Discuss Danielson’s Instructional Plan |
| **DUE WEEK 2** | * Research web sites for State Standards and Bookmark or print the State Standards * Complete Chapters 1 & 2 Houston and Beech * Read Danielson pp. 43-63 * Chapter 4 Kellough * Exercise 1.1 and 2.3 – in class * Exercise 1.2 , 2.2, 3.1, and 3.4 due Week 11 – during observations |
| **WEEK 2** | * Discuss parts of a lesson as they relate to Danielson Domain 1   + How do you describe the students in your classroom?   + Writing goals (classroom and curriculum)   + Writing objectives   + ESOL Academic Language Objectives * Assign Lesson Plan Topics and Standards Assignment (due Week 6)   + All lessons are to be adapted for assigned disabilities (3)   + All lesson plans will include adaptations for 2 ESOL students at two different language levels. * Discuss Exercise 1.1 and 2.3 |
| **DUE WEEK 3** | * Bring objectives of your 1st lesson plan * State Standards * Chapters 7 and 8 Houston and Beech * Kellough Exercise 4.1 and Compare and Contrast to State Standards * Chapter 5 Kellough |
| **WEEK 3** | * Workshop objectives of your 1st lesson plan * Lesson Content * Time estimates * Infusing ESOL and ESE in the lesson * Introduction * Delivery * Guided practice * Verbs from Bloom’s Taxonomy * Sharing/Reflecting * Discuss Exercises 4..1 and Compare and Contrast report * Chapter 5 Kellough |
| **DUE WEEK 4** | * Review Beech’s Accommodation Book for format and get ideas * Bring a sample of a rubric * Chapters 3, 4, 5, and 6 Houston and Beech * Chapter 10 Kellough |
| **WEEK 4** | * Purposes of assessment * Student remediation * Lesson extensions * Lesson enrichment * Other assessment procedures * Tests, Performance tasks, scoring guides * ESE and ESOL assessment accommodations * Chapter 10 Kellough |
| **DUE WEEK 5** | * Work on lesson plan * Chapter 6 Kellough |
| **WEEK 5** | * Chapter 6 Kellough * Peer workshop - Review drafts of first lesson plan and objectives of second plan * Review of draft lesson plan – Exercise 5.2B |
| **DUE WEEK 6** | * Chapter 7 Kellough * 1st Lesson Plan |
| **WEEK 6** | * Exercise 6.2, 6.3 in class * Chapter 7 Kellough * Anticipating student difficulties * 1st Lesson Plan due (This is the one you will present.) * Discuss 2nd Lesson Plan Due see Week 10 |
| **DUE WEEK 7** | * Chapter 9 Kellough * Bring a teacher’s edition textbook * Exercise 9.1A completion of this exercise is essential for participation |
| **WEEK 7** | * Exercise 7.1 in class * Questioning Techniques/Accountable Talk Moves * Chapter 9 Kellough – Exercise 9.1B * Bring Kagan Cards |
| **DUE WEEK 8** | * Chapter 2 Kellough – * Be prepared to teach your assigned strategy * Chapter 3 Kellough – Exercise 3.3 |
| **WEEK 8** | * Instructional materials * Resources * Media * Technology * People * Virtual Resources * Kellough - Exercises 2.1, 2.3 reflection, and 2.4 in class |
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| **WEEK 9** | **SPC SPRING BREAK** |
| **DUE WEEK 10** | * Chapter 11 Kellough * 2nd Lesson Plan due in Chalk and Wire * Video reflection in Chalk and Wire due |
| **WEEK 10** | * Chapter 11 Kellough * 2nd Lesson Plan due in Chalk and Wire * Video reflection in Chalk and Wire due |
| **DUE WEEK 11** | * Pre-SLIP Activity * Exercises 1.2, 2.2, 3.1, 3.4 due |
| **WEEK 11** | * Review of Pre-SLIP Activity * Discuss Exercises 1.2, 2.2, 3.1, 3.4 |
| **DUE WEEK 12** | * Prepare for Lesson Plan Presentation * Curriculum Technology Resources |
| **WEEK 12** | * Curriculum Technology Resources * OSP and Practicum Preparation * Lesson Plan Presentations, if needed |
| **DUE WEEK 13** | * Kagan Strategies Group Presentations * Chapter 3 Kellough – Exercise 3.3 |
| **WEEK 13** | * Kagan Strategies Group Presentations   Chapter 3 Kellough – Exercise 3.3 |
| **DUE WEEK 14** | * Prepare for Lesson Plan Presentations |
| **WEEK 14** | * Lesson Plan Presentations |
| **DUE WEEK 15** | * Prepare for Lesson Plan Presentations |
| **WEEK 15** | Lesson Plan Presentations |
| **DUE WEEK 16** | * Prepare for Lesson Plan Presentations |
| **WEEK 16** | * Lesson Plan Presentations |
| **DUE WEEK 17** | * Prepare for Lesson Plan Presentations |
| **WEEK 17** | * Lesson Plan Presentations, if needed |

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| Point Value &  Due Date | Assignment | Assignment Description | Where to Submit |
| 30 points  WEEK 4 | Standards Review  Assignment 4.1  Kellough | Complete all parts per directions in the Kellough book. | Hard copy in class |
| 100 points  WEEK 6 | Lesson Plan #1 | Lesson plan written using the COE lesson plan template and rubric. Include accommodations for 2 ESOL students and 3 ESE students | Hard copy in class |
| 20 points  WEEK 9 | Kagan Strategies Group Presentations | Kagan card strategies will be presented by groups | In class |
| 30 points  WEEK 10 | Lesson Plan #1 | Lesson plan video and reflection | CHALK and WIRE |
| 100 points  WEEK 10 | Lesson Plan #2 | Same as above but at a different level than first plan (primary vs. intermediate) | CHALK and WIRE and hard copy in class |
| 40 points  WEEK 12 | Kellough Exercises  1.2, 2.2, 3.1, 3.4 | Teacher discussions  Directions per Kellough book | Hard copy in class |
| 50 points  WEEK 12 | Pre-SLIP  Activities | Action Research book: pp. 8, 10, and 18 through top of page 22 | MyCourses dropbox |
| 50 points  WEEK 13 | Curriculum  Technology Resources | See Portaportal assignment sheet and rubric in ANGEL. | MyCourses dropbox and class presentation |
| 100 points  Beginning  WEEK 13 | Lesson Presentation | The first lesson will be presented to the class in a simulated teaching as a final performance eval-uation. See rubric. | Revised copy of plan to instructor on the day you present in class. |
| 30 points  See calendar | Houston and Beech  Workbook  Chapters 1,2,3,4,5, 6,7 | Complete all activities in book. | Hard copy n class |
| 100 points  (10 points each)  See calendar | Kellough Exercises  1.1, 2.3, 2.4. 3.3, 5.2B, 6.2, 6.3, 7.1, 9.1A, 9.1B | Complete all parts of the assignments per directions in Kellough book. | Hard copy in class or as directed on the calendar |

1. **UNIFORM CORE CURRICULUM ASSIGNMENTS**

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| **Assignment Name** | **UCC** | **Specific Indicator** |
| Lesson Plan | FEAP | 1.a |
|  | FEAP | 1.c |
|  | FEAP | 1.f |
|  | FEAP | 3.f |
|  | ESOL | 4.1 |